A Study of Technostress and its Impact on Performance of Faculty Members in Higher Educational Institutions

SHORT SYNOPSIS

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Certificate

I hereby declare that the short synopsis "A study of technostress and its impact on Performance of Faculty Members in Higher Educational Institutions" being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in management under faculty of management of Manav Rachna International Institute of Research & Studies, Faridabad during the academic year 2021. It is a bona fide record of original work carried out under the supervision of Dr. Swati Punjani and has not been submitted in full or part to any other university or institute for a degree or diploma. Further, it is certified that short synopsis is plagiarism free, and proof has been submitted.

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ABSTRACT

Technostress has impacted entire world including education system. In order to survive, evolvement with aids of implementation of information technology tools are being incorporated in teaching methodologies of higher education system. The sudden change in teaching methodologies, during pandemic has created beneficial effect as personal interaction was totally prohibited. On other hand expecting excellence in performance of teaching and other associated tasks from unskilled faculties has resulted in technostress and burnout symptoms. Faculty members faced challenges when it comes to self-management, teamwork, communication, planning, and administration. Many studies have been conducted till date to explore the challenge faced by academic fraternities during pandemic, but very less has reported the impact of change of technostress on faculty members. The study analyses the profile, competency skills as well as the performance level and the stress they are still facing due to technostress creators, abide to accept by the faculty in higher education institutions.

The study uses a quantitative descriptive approach with a probability strategy to collect data via structured questionnaire from faculty members of Higher Educational Institutions. The results could be used by university administrators to comprehend faculty members' technological stress and create plans for better, more balanced usage of technology in their everyday academic activities.

Keywords: Faculty performance, Technostress, Stressors, Higher educational institutions.

TABLE OF CONTENTS

S.No.	Description	Page no.
1.	Introduction	**5**
2	Literature Review	**9**
3	Research Gap and Objectives of the Study	**14**
4	Methodology	**15**
5	Expected Outcomes of Research	**17**
6	References	**18-24**

1. Introduction

Technology has been included into university learning processes for a while now (Judd & Kennedy, 2010), and it has produced several benefits of education for students and faculty members (Rayan *et al*., 2017).

In contrast to traditional classroom instruction bidirectional debate, student-professor engagement, and collaborative learning have all been shown to suffer as a result (Dumford & Miller 2018). Prior to the epidemic, users in China were reported to have spent 33% of their daily online time on social media (China-online-Watch China's Top Mobile Apps in 2018). This percentage significantly increased in the modern era (Sun et al., 2020), and it also increased at the same time that colleges gradually increased their use of social media to post information about their courses and how to access online study resources (Reuters Reuters Institute Digital News Report 2019). will interfere with their academic However, given that it may interfere with their academic commitments, the overload that constant use of social networks can cause, students now spend more time online than ever before. This may result in "technostress," which has been linked to poor sleep and poor academic performance (Salo *et al*., 2019; , Hsiao *et al*., 2017 & , Qi 2019).

1.1 Technostress: Concepts and associated risk

Technostress, which results from people's inability to deal with new technology in a healthy way, was originally identified as an adaptive disease in the 1980s in the book Technostress: The Human Cost of the Computer Revolution (Brod, 1984). Numerous authors have since expanded upon and qualified these original presumptions in an effort to define the term. Some people, such as Weil and Rosen (1997), have discussed how technology can either directly or indirectly have a negative impact on attitudes, thoughts, or behaviours.

According to Salanova (2003), Information and communication technology (ICT)-related technostress is defined as "a psychological condition that is detrimental to the use of ICT or poses a risk to such use in the future" in Spanish. This condition is brought on by a high degree of unpleasant psychophysiological activity and the establishment of negative attitudes towards ICT, which are brought on by the perception that needs and resources related to the use of ICTs

are not aligned (Salanova 2003).

Llorens et al. focused their research on examining the various aspects of the technostrain experienced by the faculty in higher educational institutions using this description as a guide. They classified these features under the name "technostrain." According to Llorens et al. (2011), this concept is regarded to be a negative psychological response to the stress that comes from using technology. Concern (technoanxiety), fatigue (techno-fatigue), doubt (techno-skepticism), and ineffectiveness (techno-inefficacy) when employing technological resources are all included in technology-related stress.

The techno-anxiety dimension consists of operational anxiety, social anxiety (fear of being replaced by a machine), and psychological anxiety (fear of breaking the computer) (inability to use technology). Due to the use of technology, people also feel fatigue (techno-fatigue), tiredness, and mental and cognitive exhaustion (example: "When I finish working with technology, I feel weary"). This exhaustion is linked to the rise of anti-technological attitudes (Salanova *et al*., 2007).

1.2 Technostress Creators

Technostress creators are grouped into five factors causing technostress:
(a) Techno-overload: Assesses respondents' agreement over how their workload, work habits, and pace of work have changed as a result of the usage of technology.
(b) Techno-invasion: Determines how much respondents agree that their personal lives have been invaded by technology.
(c) Techno-uncertainty: Determines whether respondents think that the technology they use at work is constantly changing.
(d) Techno-complexity: Assesses respondents' perceptions of the technology being used, as well as the extent of their technological proficiency.
(f) Techno-insecurity: Determines whether respondents agree that the technology they use is endangering their ability to keep their jobs.

Overall, the stressors that cause technostress, are likely to have significant impacts on faculty performance rates. Institutions will need to be proactive in addressing these issues to maintain a stable and productive faculty workforce.

The main goal of this current research work is to evaluate the technostress and its impact on faculties performance in higher educational institutions. It will co-relate the technostress with its creators; there after examining its effect on faculties performance in higher educational institutions. This research will conclude with advice and ideas on how the administration of educational institutions might deal with this problem.

1.3 Consequences of technostress

Technology and computer usage have dramatically increased. Institutions can use online technology as a useful tool to conduct their daily business operations. Even when it comes to purchasing, work from home, and distance learning has been emerged as the tool that is most frequently employed throughout.

However, challenges includes.

(i) The lack of internet connectivity in some locations,

(ii) A lack of IT resources, and

(iii) Insufficient training in online teaching approaches has put further strain on the teachers.

The faculty members are thus under psychological stress, which affects their mental health as well. The topic of technostress hasn't gotten much attention. This concept has been studied by the public and private sectors. However there hasn't been much discussion of technological stress in the educational sector. Some of these studies have concentrated on college professors and the degree of technological stress among them, demonstrating that the professors feel stress and strain when they are required to work online in a new, faster, more demanding manner (Ortagus et al., 2018).

According to Atanasoff and Venable (2017), technological stress has a number of negative repercussions on people's social, physiological, and psychological states. These side effects can disrupt people's sleep cycles and social connections, which makes them less likely to use ICT during an already stressful time (Salo et al., 2019). As a result, they lose motivation, which

negatively affects how well they perform at work (Hwang and Cha, 2018). Therefore, since technostress is spreading quickly, policymakers and higher education management must pay attention to this issue. Till date, numerous significant research have been published to examine the effects of technological stress on academic fraternity. However, academics have yet to fully understand the long-lasting effects of technostress on higher education faculties.

1.4 Impact on Performance of Faculty Members

In addition to technostress, online education has created a range of other stressors for faculty members, including uncertainty about the future of the institution, concerns about job security, and increased workloads due to the shift to online teaching and learning that has been led to increase the technostress among faculties. The rapid use of online teaching and learning technology, which has increased levels of technostress among faculty members, has been one of the most significant shifts. Job happiness, one of the main determinants of faculty performance rates, can suffer from the detrimental consequences of technological stress.

Numerous research have looked at the connection between faculty members' performance, work happiness, and technostress. For instance, Kaur and Kumar's study from 2021 indicated that faculty personnel with higher degrees of technostress generators (such as workload and interruptions due to technology) were more likely to express higher intentions to leave their position. Techno stressors can further exacerbate the effects of technostress on faculty members performance.

The issue of technostress and its impact on performance of faculty members is rising and causing a loss in interest of faculty members. To address these institutions may need to provide more support and resources for faculty members, such as training on new technologies, opportunities for professional development, and increased communication and feedback. Institutions may also need to consider flexible work arrangements, such as reduced workloads or flexible scheduling, to help mitigate the negative effects of technostress on faculty members' job satisfaction and performance rates.

2. Review of literature

2.1 Technostress

Information and communication technologies (ICTs) have become a requirement in everyone's life in the twenty-first century. Early ICT engagements were primarily internal to the organization. However, thanks to ICT advancements, exchanges increasingly extend into both the personal and professional domains. Organizations need to address technostress since it can affect workers' productivity and health. The majority of prior study on technostress has been on how it affects performance and satisfaction. According to earlier literature studies, one of the biggest problems with the workplace's technology revolution is the rise in occupational stress. Academicians are under a great deal of stress as a result of the widespread use of cutting-edge ICTs such computer integrated systems, CDROMs, and various databases as well as the Internet and World Wide Web. Employee satisfaction has been demonstrated to be negatively impacted by occupational stress. Additionally, it has been discovered that poorer organisational commitment and satisfaction are related to higher levels of stress.

As a result of these interactions when using ICTs, people are forced to adapt.These adjustments include using ICTs at work, being concerned about becoming outdated, experiencing technostress, etc. When a person must deal with technostress, they have a feeling of worry that has a negative impact on their beliefs, actions, attitudes, and physical health. Numerous studies have found a link between technostress, job performance, and job happiness. Raftar discovered a link between technostress and job performance, or successfully implementing new technologies.

2.2 Impact of Technostress

There has been many research done on the long-term negative impacts of technology on people and workers in any company, and more studies are likely to be done in the future. Long time will pass once the epidemic is over. The long-lasting harmful consequences of technostress on people and employees in any firm have been the subject of numerous studies. as well as the concerns about losing a job and the associated financial matters (Zhu et al., 2020). In addition to these financial and psychological isues, technological stress is seriously harming employees'

mental health, which could lead to suicide and depression.

University professors, on the other hand, struggle to effectively use ICT despite the parallel growth in the demand for technology-related skills. The multiple variables demanding change in the teaching process, the teacher's changing position, and the job needs brought on by the use of technology have all contributed to an increase in the stress levels of teachers. According to Syvänen et al. (2016), faculties are already under pressure to invest more time and effort in reacting to these changes. This increases the possibility and risk of technological stress for university instructors. Online education requires an organisational infrastructure that enables online teaching and learning, according to Rapanta et al. 2020. Because of a lack of infrastructure, the majority of the first guidance and assistance given to less seasoned online faculties has concentrated on the technical resources offered by each institution and regarded sufficient to enable the shift.

This "tools-based" strategy, however, glaringly lacks pedagogical direction on how, when, and why to employ any of the tools. This led many unskilled online instructors to concentrate on the tools and materials they would use to teach their course material, whether in person or online, which unintentionally exacerbated technical stress. According to previous research (Salo et al., 2019; Brooks et al., 2020), techno stress has been related to a range of adverse side effects on humans, including depression, burnout, and anxiety.

Technology affects how online university lecturers think since the workload and intellectual demands of the tasks are higher, creating mental fatigue and a visible reduction in performance, according to a study on the quality and the quantity of information (Soria-Oliver et al., 2019). (2017) Saunders et al. University teachers are under technological stress due to the pace of work and the pressure of meeting deadlines (Mishra et al., 2020). Teachers are impacted by the time crunch since they don't have enough time to complete the responsibilities that have been given to them. Teachers are worried due to the increasing workload and longer workdays because their personal and family time has been sacrificed to satisfy the demands of their professions (Malik et al., 2017; Pace et al., 2019).

The dynamics of time have also had a big impact on online learning as a result of these elements, particularly during test season or when the workload is doubled and there isn't enough time to finish everything. They must extend their working hours into the evening and on the

weekends due to the role conflict, which makes it more difficult to maintain a healthy work-life balance.

2.3 ICT as a tool to support higher education vs a means of stress among faculty members

Higher education has been greatly improved by ICT. It might make learning more enjoyable for the learner and make it simpler for them to obtain educational resources. But as their workload grows, their roles become more ambiguous, and their work patterns change as a result of the need to update their knowledge and skill sets in order to meet the rising expectations for performance and productivity, university professors find that using technology increases their stress (Joo et al., 2016). Effective use of technology is another challenge for instructors because few of them have had the necessary training, and others need it but can't always get it due to the coronavirus.

Without the teachers being held liable for the specific web platform they used, online teaching transactions went happen. Since students were sent back to their hometowns, which were There were compatibility problems with relation to two-way participation in remote rural areas without broadband services or 4 G internet connectivity. In addition to flexibility, teachers and students raised other issues.

The findings of Sahu's study (2020), which support our conclusion that counselling services are essential for students' sound mental health and wellbeing and are thus provided by Mizoram University to assist them in managing stress, argued in favour of the provision of appropriate counselling services by the University in order to preserve students' mental health in the face of this pandemic. According to Rapanta et al. (2020), these factors lead to tension and anxiety among university instructors. Their performance is likely to suffer in this circumstance (Skaalvik and Skaalvik, 2017).

2.4 Technostress and Performance of Faculty Members'

Technostress is a term used to describe the negative psychological reactions that individuals may experience as a result of using technology in the workplace. The COVID-19 pandemic has forced many organizations to adopt remote work arrangements and rely heavily on technology to facilitate communication and collaboration among employees. As a result, many employees are experiencing technostress, which can have negative effects on their job performance.

Several studies have been conducted to examine the relationship between technostress and job performance. According to one investigation published in the "International Journal of Environmental Research and Public Health" technostress was negatively associated with job satisfaction among remote workers. The investigation also found that job satisfaction mediated the relationship between technostress and turnover intention, indicating that employees who experience technostress are more likely to consider leaving their job. Another study published in the Journal of Occupational Health Psychology found that technostress was positively associated with burnout among remote workers during the pandemic. The study also found that "job satisfaction mediated the relationship between technostress and burnout", indicating that employees who experience technostress are more likely to experience burnout, which can lead to decreased job satisfaction and increased turnover intention.

Furthermore, a study published in the "Journal of Business and Psychology" found that social support from supervisors and colleagues can buffer the negative effects of technostress on job satisfaction and turnover intention. The study suggests that organizations can help mitigate the negative impacts of technological stress by giving social support to employees, such as through regular check-ins and opportunities for virtual team-building activities.

Kaur & Kumar (2021) examined the relationship between technostress creators (i.e., factors that contribute to technostress) and faculty retention during COVID-19. The authors found that faculty members who experienced higher levels of technostress creators reported lower job satisfaction. Alzahrani, *et al*., (2021) studied technostress among academic staff. The role of demographic and institutional factors. This study examined the role of demographic and institutional factors in the experience of technostress among academic staff. The authors found that higher levels of technostress were associated with lower job performance. Additionally, the authors found that institutional support and training opportunities could help mitigate the detrimental impacts of technological stress on job performance.

Zare *et al*., examined the relationship between technostress, work-family conflict, job satisfaction, and mindfulness among faculty members. The authors found that technostress and work-family conflict were negatively associated with job performance, and that mindfulness moderated this relationship. In other words, faculty members who reported higher levels of mindfulness experienced less negative effects of technostress and work-family conflict on their job satisfaction.

Technostress can have negative effects on job performance. However, social support from supervisors and colleagues can help mitigate these effects. Employers should take steps to address technostress and provide employees with the resources and support they need to manage their workload and maintain their well-being. Technostress refers to the stress and negative psychological reactions that people experience as a result of their use of technology, particularly when they feel overwhelmed, anxious, or frustrated by the demands of technology. Technostress can have a significant impact on an individual's well-being, including their job performance, productivity (Tarafdar et al. (2019). When it comes to faculty performance, technostress can be a contributing factor. Faculty members who experience high levels of technostress may feel that the demands of their job are too great, leading to burnout, and a desire to leave their position. Additionally, if they do not receive adequate support to manage

their technostress, they may feel that their employer is not invested in their well-being (Ragu-Nathan *et al*... 2016).

3. Research Gap and Objectives of the study

3.1 Research Gap

Today, practically every career and profession depends on technology in some way, making it impossible for any profession to survive without it. Additionally, the field of education is undergoing constant technological change, therefore the faculty members must keep up daily. If such changes are not adapted to, there may be increased technological stress, which ultimately leads to poor job performance.

Researchers have also suggested that technological difficulties with computers can cause psychological stress, and that using computers excessively can increase stress associated to computers. Due to their professional requirements, higher education institutions must be continually connected to technology. To prevent problems for the individual, interpersonal connections at work, and the workplace as a whole, it is crucial to address the causes of technological stress.

Numerous important studies have been conducted to understand the factors creating technostress and how it affects students and faculty members. However, relatively few studies have been done to determine the association between technological stress and performance of faculty members in India, particularly in higher educational institutions. The current study intends to close this knowledge gap and is likely to offer fresh perspectives on how technological stress affects performance of faculty members in higher education institutions in Delhi NCR.

3.2 Objectives of the Study

To achieve the aim of the proposed study following objectives have been designed as listed below:

3.2.1 To identify the stressors leading to technostress among faculty members in higher educational institutions.

3.2.2 To analyze the impact of technostress on the performance of faculty members in higher educational institutions.

3.2.3 To suggest ways to reduce technostress and enhance performance of faculty members in higher educational institutions.

4. Methodology

Mixed methodology of research will be used (Quantitative and Qualitative both) for the designed study. The obtained data will be further quantified and statistically analyzed. It discusses the quantitative examination of technostress on faculty members, which has prime impact on their performance in an educational institution. To achieve the aim of designed research work a conceptual model is being constructed for the proposed study.

4.1 Sampling Methodologies

A survey method will be used to collect the data from faculty members using a convenience sampling (Non-Probability Sampling) method.

Area of sampling: Delhi NCR Region

Sample Size: Target would be 400-500 as per the appropriateness of the study's goals.

Research Subjects: The study's subjects are the faculty members at the higher education

institutions. (HEI).

Type of data: Primary and Secondary

4.2 Conceptual model

To achieve objectives of the study, below conceptual research model has been proposed:

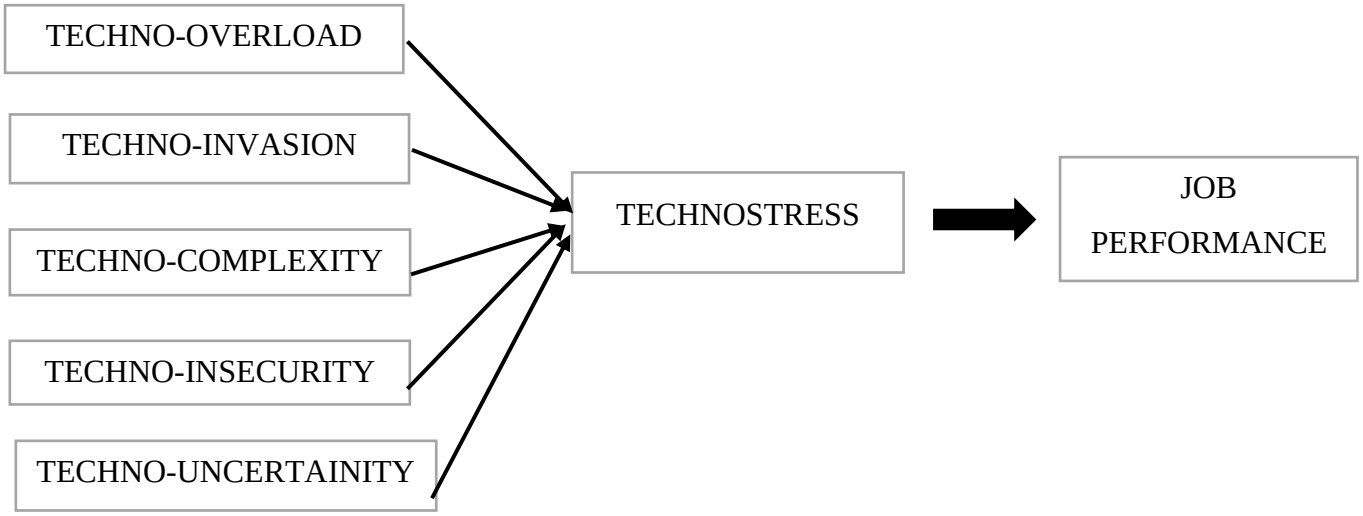

Fig 1. Conceptual Model

4.3 Research tools and instruments

- This research uses a structured questionnaire to collect data widely covering the objectives of designed research proposal.
- Closed-ended questions will be used to gather data about the participants' demographic and professional traits. Relevant questions will be designed after literature search which investigates technical proficiency for online platform, institutional support, experienced technological stress, techno stressors impact on faculty members due to transitional change in education and lastly their view in terms of job performance in context to the same.

5. Expected Outcomes of Research

Technology is being used more frequently to streamline academic methods that improve instruction and learning. Government incentives and the need to meet student expectations have led to a rise in the usage of technology-enhanced learning (TEL) in academic settings.

Anybody with an interest in education could benefit from the study's conclusions and implementation tactics. Anyone and everyone who works in education will interact with technology. Faculty members use it to make a class more engaging, paraprofessionals use it to provide differentiated learning and leaders employ it to connect with teachers, parents, and students. The usage of technology will increase as society advances into the twenty-first century and develops human technical skills.

The goal of this research is to assess technostress, pinpoint its sources, and determine how it affects faculty members performance in higher education institutions. It will link technological stress to its developers before looking at how it affects faculty members performance in higher education institutions. The research will offer suggestions and ideas on how the management of educational institutions might approach this issue at the end.

This study shall emphasize into the connections between technological stressors (techno-overload, techno-complexity, techno-insecurity, and techno-uncertainty) and how they affect the productivity of university lecturers and faculty members in the higher education system. Technostress has a considerable detrimental impact on the work performance of university lecturers due to technological complexity and technological vulnerability.

By considering faculty members technostress in their work, the results of the study will give policymakers and information and communication technology (ICT) providers in higher education, evidence-based support for their efforts to create strategies for effective ICT integration in learning and teaching in order to improve learning and lessen technostress.

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